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ABSTRACT

The survey was designed to determine the level of parent and student acceptance of the philosophy of vocational education and the current practices employed in operating vocational education programs and guidance services in the public schools of Ohio. In the 1973-74 school year, 50,168 9th and 12th grade students and 39,640 parents of these students in 107 public school districts participated in the parent and student vocational education survey. The results indicate that both parents and students have an increased awareness of the need for vocational education. The parents also indicated strong support of guidance, planning for careers, and acceptance of testing to assist in career development, although the students showed less understanding of the process. Tabulations of each survey item are presented in this report along with an analysis of the responses. (Author/NJ)

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Parent and Student Survey Report

School Year 1974-75

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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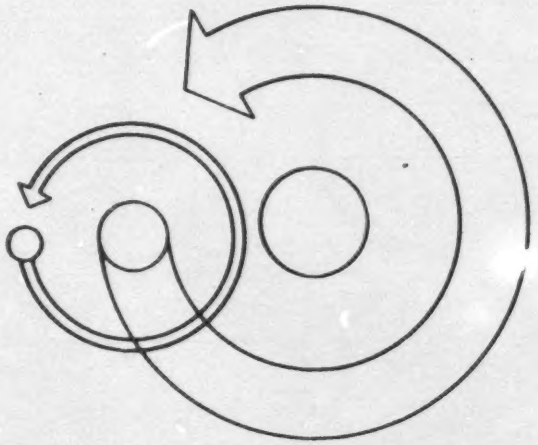

Program Review for Improvement, Development and Expansion in Vocational Education and Guidance

(VT-102-184)

CE005358

OHIO DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION
AND THE
DIVISION OF GUIDANCE & TESTING

COLUMBUS, OHIO

FOREWORD

The Parent and Student Vocational Education Survey was designed to determine the level of parent and student acceptance of the philosophy of vocational education and the current practices employed in operating vocational education programs and guidance services in the public schools of Ohio.

The two forms used in this survey, one for parents and one for students, sought to determine students and parent opinions concerning the vocational program, financial support for vocational education, and staff and guidance services needed.

In the 1973-74 school year, 50,168 ninth- and twelfth-grade students and 19,640 parents of these students in 107 public school districts participated in the Parent and Student Vocational Education Survey.

Appreciation is extended to the professional staffs of the Division of Guidance and Testing and the Division of Vocational Education who helped coordinate the survey.

Special thanks is extended to the high school administrators, high school guidance counselors, vocational educators and teachers whose efforts facilitated the completion of this survey.

The 50,168 students and 19,640 parents whose responses are reported in this study are given special recognition for their cooperation and participation.

James H. Price, Supervisor
Research, Survey, Evaluation
and Exemplary Programs
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

INTRODUCTION

PRIDE

PRIDE is an acronym using the first letter of the words Program Review for the Improvement, Development, and Expansion of Vocational Education and Guidance. The program is designed to improve the quality of vocational education and guidance in Ohio and consists of six major components: Administration Review, Process Variable Review, Product Review, Cost Analysis Review, Availability and Impact Review, and Community Acceptance Review.

The Parent and Student Vocational Education Survey is part of the Community Acceptance Review of vocational education. The survey consisted of a questionnaire designed to identify parent and student opinions about vocational education and provided the respondents an opportunity to express themselves as having strong agreement, agreement, no opinion, disagreement, or strong disagreement with the statements in the survey schedule.

In this report, an attempt has been made to identify changes in the response patterns of parents and students by comparing the percentage of agree and/or disagree responses for each survey statement in the 1973-74 survey with the percentage of agree and/or disagree responses of parents and students for the same survey statement as reported in the 1972-73 survey.

The use of the information reported under the section "Trend" should be used with caution because, in making this comparison, two limitations must be recognized: First, the comparison of response patterns was conducted with data collected from the administration of the PSVES for two succeeding school years and, therefore, does not meet the essential criterion for a longitudinal study. Second, the student and parent respondents participating in the PSVES in 1972-73 and 1973-74 are from different school districts. However, based on the geographic distribution of the school districts represented in the survey, it may be assumed that the two populations are quite similar.

In this year's survey, one can feel the urgency of the fact that both the parents and students have an increased awareness of the need for vocational education. The sense and flow indicates the need for a broad, comprehensive vocational education program available to both youth and adults. The trend also seems to sway towards the state exercising leadership in developing vocational education and to further its support. These parents indicated strong interest and support in guidance, planning for careers, and acceptance of testing to assist in career development, although their students indicated less understanding of the process.

From these findings, the Vocational Education Planning Districts participating in the survey and the Ohio Department of Education will be assisted in many decisions regarding improvement, development and expansion of vocational education and guidance services.

HIGHLIGHTS OF THE SURVEY

Need for Comprehensive Vocational Planning

Parents and students believe that planning for vocational programs must reflect current job opportunities and provide for current knowledge, skills, practices and procedures of business and industry (1)*. They are firmly committed to the belief that vocational education programs should be operated in realistic settings that clearly typify the environment in which the vocational graduates work and earn (2). A prerequisite for teachers in vocational education is successful work experience in the occupational field to be taught (3). Parents and students recognize that "if you are going to teach a trade, you need someone who knows the trade."

To gain the advantage of comprehensive vocational education programs for youth, parents and students believe students should be willing to travel to an area vocational center and the vocational centers should be used year-round (4, 5).

The special needs of economically disadvantaged and physically handicapped students were recognized by parents and students and may be translated into recognition of the need to develop vocational programs to meet these needs (6, 7).

Increasingly, it is recognized that the high school has other purposes in addition to that of preparing students for college (9). One characteristic of the useful citizen is his ability to be productive, to acquire a job, and to be successful in that job (13). This requires the acquisition of special skills and abilities. For many, these skills and abilities are more readily achieved in college, but for the vast majority, more than 80 percent, the development of skills and the acquisition of knowledge in preparation for entry into the world of work may be found through vocational education (10, 14).

Both parent and student levels of expectation for high school programs is apparently quite high. Approximately two out of five parents and students indicated their high school courses and programs were not satisfactory (11), while four out of five parents and seven out of ten students disagreed schools should place less emphasis on preparing students for employment (12).

A majority of parents and students recognized that youth not planning to go to college should learn skills and knowledge necessary to enter the labor market before leaving high school (10). To meet this end, an even greater

* Tabulations of each survey item are presented in this report along with an analysis of the responses. Numbers in parenthesis refer to the survey item.

majority of parents and students indicated that vocational programs should be increased to assure that all youth needing occupational training will benefit (14). This is especially true for the dropout prone youth as reported by both parents and students in agreeing that vocational education programs should be planned as a means of lowering the dropout rate in Ohio's high schools (15).

Finding jobs for youth after their graduation is a paramount concern and a majority of parents and students indicated that placement specialists should be employed to help young people find jobs to supplement that major role played by vocational teachers in the placement of the vocational graduate (16, 17).

Financial Support for Vocational Education Programming

The need for publicly funded vocational education programs was indicated by parents and students (18). It was also reported that local school personnel should take the initiative to expand vocational education opportunities in their communities (19). Neither parent nor student responses indicated a clear decision regarding the state's responsibility to locate additional tax resources to begin new vocational programs; however, a near majority of parents reported they felt residents should vote more taxes to provide an expanded vocational program for high school youth (20, 21). Parents and students also reported that, when needed, additional state funds should be provided schools to support vocational education (22).

The respondents were divided about the use of state monies to operate full-time vocational education programs for adults (23). It was apparent more effort should be directed toward informing the public about the values of comprehensive vocational education programming for adults (24).

Preparation for Entering the World of Work and Career Development

An overwhelming majority of parents and students believe schools should emphasize the preparation of students for entry into the world work (25). This effort should begin in the elementary school through the development of a respect for work (26). Parents and students indicated that by the seventh and eighth grades students should be aware of job opportunities in the community, and by the ninth and tenth grades, students should have guidance and counseling to assist them in the selection of career preparation programs (27, 28).

More parents than students believe students should have an occupational goal before entering the eleventh grade. Also, more parents than students reported youth should begin planning their careers before entering high school (29, 30). Both parents and students recognized that vocational guidance for students should begin before grade twelve and that many high school students are unaware of vocational education opportunities in their schools (31, 32). A large majority of parents and students indicated students should have instruction and practice on how to seek employment (33).

Comprehensive Guidance Services

A higher percentage of students indicated that guidance services should be available to them throughout the year than did their parents (34). Twelfth grade students gave more support to this statement than ninth grade students.

Student interests, including vocational interests, should be used in planning educational programs (35, 36). Standardized testing as a basic part of the guidance program provides for identifying student achievement, aptitude and interests (37).

Although a large majority of parents and students indicated there is a need for counselors concerned for the vocational needs and interests of adults (39), only limited support for testing adults to determine interest and aptitude through the public school guidance program was reported by parents and students (40).

SURVEY STATEMENT: Business, industry, and labor representatives should assist in planning vocational classes.

	Agree Percent	No Opinion Percent	Disagree Percent	No Response Percent	Response N=100%
9th-Grade Parents	86 (+14)*	8 (- 2)	3 (-13)	3 (+ 1)	12,590
9th-Grade Students	71 (+ 2)	22 (- 1)	6	1 (+ 1)	29,305
12th-Grade Parents	87 (+19)	7 (- 2)	3 (-17)	3	6,903
12th-Grade Students	81 (+ 1)	14	4 (+ 1)	1 (- 2)	20,648
Total Parents	87 (+16)	8 (- 2)	3 (-14)	2	19,493
Total Students	74 (+ 1)	18 (- 1)	5	3	49,953

* The bracketed () number in all cases is the percentage (%) of change as compared to the 1972-73 Survey.

ANALYSIS: Eighty-seven percent of the parents and 74 percent of the students agree that comprehensive vocational education planning should reflect broad-based input from business, industry, and labor to assure the development of a viable vocational education programming. Although 18 percent of the students indicated they had no opinion on this question, only five percent expressed disagreement.

OBSERVATION: Vocational education program planning should involve representatives from business, industry, and labor.

CONCLUSION: Vocational education programming planning must be relevant reflecting not only current job opportunities, but current knowledge, skills, practices and procedures of business and industry.

TREND: The need to have representatives from business, industry and labor participate in the planning of vocational education classes was increasingly recognized by parents and students. This added recognition emphasizes the need for utilizing advisory committees not only in planning for vocational programs but provides encouragement for the utilization of advisory committees for all operational phases of vocational education.

SURVEY STATEMENT: Vocational education shops and laboratories should reflect business and industrial settings.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	79 (+11)*	14 (- 4)	4 (- 7)	3	12,555
9th-Grade Students	66 (+ 3)	25 (- 2)	7 (+ 1)	2 (- 2)	29,114
12th-Grade Parents	82 (+14)	11 (- 8)	4 (- 7)	3 (+ 1)	6,892
12th-Grade Students	74 (+ 1)	19 (- 1)	5	2	20,508
Total Parents	81 (+13)	13 (- 5)	4 (- 7)	2 (- 1)	19,447
Total Students	69 (+ 2)	23 (- 2)	6	2	49,622

* Indicates change compared to 1972-73 Survey

ANALYSIS: More than 80 percent of the parents and almost 70 percent of the students responding agreed that vocational education facilities and equipment should reflect business and industrial settings.

OBSERVATION: Vocational education shops and laboratories should reflect business and industrial settings.

CONCLUSION: Vocational education programs must be operated in realistic settings that clearly typify the environment in which graduates of a vocational program will be employed. Again, this clearly points to the need for active advisory committees in vocational education.

TREND: A marked increase in the level of agreement that vocational education shops and laboratories should reflect business and industrial settings was expressed by parents. It may be noted that parents of twelfth grade students supported this statement more than parents of ninth grade students.

SURVEY STATEMENT: Vocational teachers should have demonstrated the ability to earn a living in the occupational areas they are teaching.

	Agree Percent	No Opinion Percent	Disagree Percent	No Response Percent	Total Response N=100%
9th-Grade Parents	79 (+ 2)*	11 (- 1)	8 (- 1)	2	12,572
9th-Grade Students	65 (+ 2)	27 (- 1)	6	2 (- 1)	29,237
12th-Grade Parents	79 (+ 2)	11	8 (- 1)	2 (- 1)	6,897
12th-Grade Students	73 (+ 2)	21 (+ 1)	5	2	20,632
Total Parents	78 (+ 1)	11	8 (- 1)	3	19,469
Total Students	68 (+ 1)	24 (- 2)	5 (- 1)	3 (+ 2)	49,869

* Indicates change compared to 1972-73 Survey

ANALYSIS: Seventy-eight percent of the parents and 68 percent of the students agreed that vocational teachers should have demonstrated the ability to earn a living in the occupational areas they are teaching. Eight percent of the parents did not agree with this statement; however, 11 percent indicated they had no opinion. Twenty-four percent of the students reported they had no opinion concerning this statement; however, only five percent disagreed.

OBSERVATION: Successful work experience in their occupational field should be a requirement for vocational education teachers.

CONCLUSION: Criteria employed in vocational teachers selection should include demonstrated competence in the occupational area to be taught.

TREND: No major differences in the pattern of responses were discernable. Parents and students continued to recognize that vocational teachers should have successful industrial or business work experience in the occupational areas they are teaching.

SURVEY STATEMENT: Students should be willing to travel to an area vocational center if it offers a desired vocational program not available at their home school.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	74 (+ 4)*	12 (- 2)	11 (- 3)	3 (+ 1)	12,551
9th-Grade Students	66 (+ 3)	20 (- 2)	11 (- 2)	3 (+ 1)	29,302
12th-Grade Parents	76 (+ 6)	10 (- 4)	11 (- 4)	3 (+ 2)	6,891
12th-Grade Students	70 (+ 1)	17	10	3 (+ 1)	20,625
Total Parents	75 (+ 5)	11 (- 3)	11 (- 3)	3 (+ 1)	19,442
Total Students	68 (+ 2)	19 (- 1)	10 (- 2)	3 (+ 1)	49,927

* Indicates change compared to 1972-73 Survey

ANALYSIS: The concept of establishing vocational education centers to provide comprehensive vocational education programming is supported by parents, 75 percent, and students, 68 percent, who agreed that students should be willing to travel to an area vocational school. Only 10 percent of the students and 11 percent of the parents disagreed. Almost one-fifth, or 19 percent of the students indicated that they had no opinion.

OBSERVATION: Students desiring to enroll in a vocational program not available at their home school should be willing to travel to an area vocational center.

CONCLUSION: Vocational centers which provide a broad range of vocational programming can better meet the diversified needs of our youth in preparing to enter the world of work.

TREND: The increased level of agreement with this statement as expressed by parents and students indicate that acceptance of the concept of area vocational centers for youth is growing.

SURVEY STATEMENT: Vocational education shops and facilities should be used the year-round.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	80 (+ 2)*	9 (- 4)	8 (+ 1)	3 (+ 1)	12,601
9th-Grade Students	65 (+ 2)	22 (- 1)	10 (- 1)	3	29,202
12th-Grade Parents	81 (+ 1)	10 (- 1)	7	2	6,905
12th-Grade Students	70	20	7	3	20,529
Total Parents	80 (+ 2)	9 (- 3)	8 (+ 1)	3	19,506
Total Students	67 (+ 2)	21 (- 1)	9	3 (- 1)	49,731

* Indicates change compared to 1972-73 Survey

ANALYSIS: As a facilitating adjunct to the school's effort to prepare students for employment, 80 percent of the parents and 67 percent of the students agreed that vocational education shops and facilities should be used year-round. Twenty-one percent of the students indicated that they had no opinion concerning this statement.

OBSERVATION: Vocational education laboratories, equipment and facilities should be used year-round thus intensifying and expanding vocational learning opportunities for youth and adults in our state.

CONCLUSION: Vocational education programs should be extended beyond the regular school year.

TREND: Overall the increased support of this statement is only two percent, however, strong support of this statement continues with four out of five parents and more than two-thirds of the students indicating agreement that vocational shops and facilities should be utilized beyond the school year.

SURVEY STATEMENT: Special vocational education programs should be offered for economically disadvantaged students.

	Agree Percent	No Opinion Percent	Disagree Percent	No Response Percent	Total Response N=100%
9th-Grade Parents	68 (+13)*	14 (- 4)	16 (- 9)	2	12,546
9th-Grade Parents	70	21	6	3	29,237
12th-Grade Parents	69 (+18)	13 (- 4)	15 (-15)	3	6,874
12th-Grade Students	73 (+ 1)	18	6 (- 2)	3 (+ 1)	20,588
Total Parents	69 (+16)	13 (- 4)	16 (-11)	2 (- 1)	19,420
Total Students	71	20	6	3	49,825

* Indicates change compared to 1972-73 Survey

ANALYSIS: More than 70 percent of the students agreed that special vocational education programming should be offered to economically disadvantaged students while 69 percent of the parents expressed a similar opinion. Students are slightly more aware of the needs of their economically disadvantaged peers; however, 20 percent of the students indicated that they had no opinion.

OBSERVATION: Special vocational education programming should be available for economically disadvantaged students.

CONCLUSION: Economically disadvantaged students with special needs can be served through specially designed vocational education programs.

TREND: Strongest agreement that special vocational education programming should be offered for economically disadvantaged youth continues to be expressed by students, however, the percent of agree responses of parents in this year's survey increased 13 percent for ninth grade parents and 18 percent for twelfth grade parents thus indicating an increasing awareness of this need by parents.

SURVEY STATEMENT: Physically handicapped youth should have vocational education programs available in our schools.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	83 (+ 5)*	9 (- 4)	6 (- 1)	2	12,579
9th-Grade Students	75 (- 1)	16 (- 1)	5 (- 1)	4 (+ 1)	29,272
12th-Grade Parents	83 (+ 5)	8 (- 5)	7	2	6,902
12th-Grade Students	77 (- 1)	15	5	3 (+ 1)	20,650
Total Parents	83 (+ 5)	8 (- 5)	6 (- 1)	3 (+ 1)	19,481
Total Students	76 (- 2)	16 (+ 1)	5	3 (+ 1)	49,922

* Indicates change compared to 1972-73 Survey

ANALYSIS: Strong support of specially developed vocational programs was expressed with 83 percent of the parents and 76 percent of the students agreeing physically handicapped youth should have vocational education programs available in their schools. Only six percent of the parents and five percent of the students did not agree. Sixteen percent of the students indicated they had no opinion while only eight percent of the parents expressed a similar opinion.

OBSERVATION: Vocational education programs should be available for students with physical handicaps

CONCLUSION: Specially designed vocational programming should be developed and operated for physically handicapped students. For the severely handicapped, cooperative endeavors by all educational agencies is indicated to meet the needs of these youth.

TREND: A slight increase (five percent) in support of this statement was expressed by the parents while overall, the students' level of support decreased by two percent.

SURVEY STATEMENT: Employment should be available to needy students enrolled in a vocational education program.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100
9th-Grade Parents	85 (+ 4)*	7 (- 2)	6 (- 1)	2 (- 1)	12,587
9th-Grade Students	70 (+ 3)	20 (- 3)	6 (- 2)	4 (+ 2)	29,145
12th-Grade Parents	85 (+ 1)	7 (- 1)	6	2	6,899
12th-Grade Students	73	17 (- 1)	7 (+ 1)	3	20,510
Total Parents	85 (+ 2)	7 (- 2)	6 (- 1)	2 (+ 1)	19,486
Total Students	71 (+ 1)	19 (- 2)	6 (- 2)	4 (+ 3)	49,655

* Indicates change compared to 1972-73 Survey

ANALYSIS: Employment combined with vocational learning experiences was recognized as desirable for needy students enrolled in vocational programs by 85 percent of the parents and 71 percent of the students. Although 19 percent of the students indicated they had no opinion on this statement, only six percent of the parents and students disagreed.

OBSERVATION: The need for providing employment opportunities related to the student's vocational career choice should be available to needy students.

CONCLUSION: Vocational education programming should be sufficiently flexible to provide employment opportunities related to vocational preparation for needy students.

TREND: Even though the increase in the percentage of agree responses was slight, parents and students continue to support strongly the statement that employment should be available for needy students enrolled in vocational education programming.

SURVEY STATEMENT: The major purpose of the high school program should be to prepare students for college.

	Agree	No Opinion	Disagree	No Response	Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	34 (- 7)*	5 (- 2)	58 (+ 9)	3	12,593
9th-Grade Students	41 (+ 2)	22 (+ 1)	34 (- 2)	3 (- 1)	29,213
12th-Grade Parents	31 (-12)	5 (- 1)	60 (+11)	4 (+ 2)	6,912
12th-Grade Students	28 (+ 1)	19 (+ 1)	51 (- 2)	2	20,526
Total Parents	34 (- 7)	5 (- 2)	59 (+ 9)	2	19,505
Total Students	36 (+ 1)	20	41 (- 2)	3 (+ 1)	49,739

* Indicates change compared to 1972-73 Survey

ANALYSIS: More parents than students did not agree that the major purpose of the high schools should be to prepare students for college. Almost three out of five parents responding did not agree that preparation for college should be the major purpose of the high school; however, 34 percent agreed that this was the major purpose. Forty-one percent of the students disagreed thus indicating recognition of other purposes of the high school program.

OBSERVATION: The major purpose of the high school is not to prepare students for college, thus implying the high school has other purposes.

CONCLUSION: The high schools should offer programs relevant to the need and interests of all students including preparation for entry into their chosen vocational field.

TREND: The most noticeable change in the pattern of responses from the preceding year was noted among parents. Twelve percent fewer twelfth grade parents indicated they felt the major purpose of the high school program was to prepare students for college. This was offset by an 11 percent increase in the number of twelfth grade parents who disagreed with this statement. Students continued to be somewhat indecisive even though 41 percent expressed disagreement and 36 percent expressed agreement.

SURVEY STATEMENT: Most students not planning to go to college should be enrolled in vocational programs during their 11th and 12th grades.

	Agree Percent	No Opinion Percent	Disagree Percent	No Response Percent	Total Response N=100%
9th-Grade Parents	79 (+13)*	7 (- 3)	11 (-10)	3	12,607
9th-Grade Students	63	20	14	3	29,121
12th-Grade Parents	79 (+18)	7 (- 4)	11 (-15)	3 (+ 1)	6,920
12th-Grade Students	61 (- 2)	19	17 (+ 2)	3	20,525
Total Parents	79 (+15)	7 (- 3)	11 (-12)	3	19,527
Total Students	62 (- 1)	20	15	3 (+ 1)	49,646

* Indicates change compared to 1972-73 Survey

ANALYSIS: In recognizing that high school graduates should be prepared to become productive citizens upon leaving high school, a strong majority of parents, 79 percent, and students, 62 percent, agree that the non-college bound student should be enrolled in vocational education programs during the eleventh and twelfth grades.

OBSERVATION: Most students not planning to go to college should be enrolled in vocational education programs during the eleventh and twelfth grades.

CONCLUSION: Students not planning to go to college should learn the skills and knowledge necessary to enter the labor market.

TREND: The level of support of this statement increased by 15 percent for parents and declined one percent for students. It may be noted that the largest increase in support of this statement was found among twelfth grade parents, who are seemingly more conscious of 1974-75 economic predictions than the students.

SURVEY STATEMENT: The courses and programs in our high school are highly satisfactory.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100
9th-Grade Parents	35 (- 4)*	23	40 (+ 5)	2 (- 1)	12,553
9th-Grade Students	34 (+ 1)	32 (- 1)	32	2	29,305
12th-Grade Parents	33 (- 8)	19	45 (+ 7)	3 (+ 1)	6,878
12th-Grade Students	28	21	48 (- 2)	3 (+ 2)	20,642
Total Parents	34 (- 6)	21 (- 1)	42 (+ 5)	3 (+ 2)	19,431
Total Students	31	28	38 (- 1)	3 (+ 1)	49,947

* Indicates changes compared to 1972-73 Survey

ANALYSIS: Considerable indecision concerning how satisfactory their high school courses and programs are viewed are expressed by 21 percent of the parents and 28 percent of the students. Twelfth grade students expressed the highest level of dissatisfaction with 48 percent of the students disagreeing with the statement. The next highest level of dissatisfaction was expressed by twelfth grade parents, 45 percent, followed by 40 percent of the ninth grade parents and 32 percent of the ninth grade students, all indicating they disagreed with the statement.

OBSERVATION: Present high school courses and programs are not considered highly satisfactory.

CONCLUSION: High school courses and programs must be revitalized.

TREND: Parents expressing disagreement concerning the level of satisfaction with high school courses increased by five percent, while the percent of parent responses indicating agreement, or satisfaction with high school courses and programs decreased by six percent. In this year's survey, the response pattern indicates slightly increased disenchantment with high school courses among parents while the students response pattern remained relatively stable.

SURVEY STATEMENT: Schools in our community should place less emphasis on preparing students for employment.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100
9th-Grade Parents	5	8 (- 1)	84 (+ 1)	3	12,568
9th-Grade Students	13 (+ 1)*	17	68 (- 1)	2	29,225
12th-Grade Parents	6 (+ 1)	7	85 (+ 1)	2	6,887
12th-Grade Students	9 (+ 1)	12	77 (- 1)	2	20,584
Total Parents	6 (+ 1)	7 (- 1)	85 (+ 1)	2 (- 1)	19,454
Total Students	11 (+ 1)	15	71 (- 1)	3	49,809

* Indicates change compared to 1972-73 Survey

ANALYSIS: Parents of students decidely feel that schools should place emphasis on preparing students for employment. Eighty-five percent of the parents and 71 percent of the students rejected the statement that schools should place less emphasis on preparing students for employment. More students indicated they had no opinion (15 percent) than those expressing agreement (10 percent). A similar response pattern for parents may also be found; however, the difference is somewhat less.

OBSERVATION: Schools should place more emphasis on preparing students for employment.

CONCLUSION: Vocational education should be available to all students as a means of preparing youth for employment.

TREND: The pattern of responses of parents and students concerning this statement was consistent with the pattern in last year's survey. Eighty-five percent of the parents and 71 percent of the students rejected the statement that schools in our community should place less emphasis on preparing students for employment.

SURVEY STATEMENT: Vocational graduates should have both job skills and citizenship skills for effective participation in our society.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	89 (+ 5)*	7 (- 3)	2 (- 2)	2	12,562
9th-Grade Students	70 (+ 1)	22 (- 1)	4 (- 1)	4 (+ 1)	29,306
12th-Grade Parents	89 (+ 4)	6 (- 3)	2 (- 2)	3 (+ 1)	6,888
12th-Grade Students	82	14	2	2	20,658
Total Parents	89 (+ 4)	6 (- 4)	2 (- 2)	3 (+ 2)	19,450
Total Students	75 (+ 1)	19 (- 1)	3	3	49,964

* Indicates change compared to 1972-73 Survey

ANALYSIS: Parents and students recognize that to become effective, productive, citizens, vocational graduates must acquire not only job skills and necessary occupational knowledge, but must also acquire citizenship skills in order to become productive citizens. More parents, 89 percent, than students, 75 percent, agreed on this statement while less than four percent of either group of respondents indicated that they disagreed. Nineteen percent of the students responded with no opinion.

OBSERVATION: Vocational graduates should have both job skills and citizenship skills for effective participation in our society.

CONCLUSION: Vocational education programming should be sufficiently comprehensive to assure that students learn not only occupational skills and knowledges, but also the citizenship skills necessary to function effectively as productive individuals in our society.

TREND: Support of this statement by parents increased by four percent over last year, while support or agreement for this statement by students increased by one percent. No major changes appeared in the pattern of responses for either parents or students for this statement of total student educational programming.

SURVEY STATEMENT: Vocational education programs should be increased so all youth needing occupational training may benefit.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	88 (+15)*	7 (- 5)	3 (-10)	2	12,549
9th-Grade Students	80	13	4	3	29,242
12th-Grade Parents	87 (+19)	7 (- 5)	3 (-15)	3 (+ 1)	6,878
12th-Grade Students	86 (- 1)	9	2	3 (+ 1)	20,643
Total Parents	88 (+16)	7 (- 5)	3 (-11)	2	19,427
Total Students	83	12	4	1	49,885

* Indicates change compared to 1972-73 Survey

ANALYSIS: Apparent recognition that many students will not continue their education and training beyond high school is indicated with a large majority of parents, 88 percent, and students, 83 percent, agreeing that vocational education programs should be expanded so all youth needing occupational training may benefit.

OBSERVATION: Vocational education programs should be increased to assure that all youth needing occupational training will benefit.

CONCLUSION: Vocational education programming should be expanded to serve all youth who can benefit from occupational training.

TREND: A significant increase in the percent of parents indicating the need for expanded vocational education programming designed to provide for all youth needing occupational training may be noted in this year's survey. The percent of parents expressing agreement with the statement increased overall by 16 percent and now exceeds the level of agreement expressed by students. The pattern of student responses indicates continued support of this statement with 83 percent expressing agreement.

SURVEY STATEMENT: To lower the dropout rate of high school students, vocational education courses should be planned.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	87 (+ 7)*	6 (- 6)	4 (- 1)	3	12,586
9th-Grade Students	70 (- 2)	20 (+ 2)	8 (+ 1)	2 (- 1)	29,322
12th-Grade Parents	87 (+ 6)	6 (- 6)	4 (- 1)	3 (- 1)	6,902
12th-Grade Students	75 (- 3)	17 (+ 3)	5	3	20,661
Total Parents	88 (+)	6 (- 6)	4 (- 1)	2	19,488
Total Students	72 (-)	19 (+ 2)	7	2	49,983

* Indicates change compared to 1972-73 Survey

ANALYSIS: Parents and students indicated that vocational education courses contribute to the holding power of the school. Eighty-eight percent of the parents and 72 percent of the students agree that vocational education courses should be planned as a means of lowering the dropout rate. Nineteen percent of the students indicated they had no opinion concerning the relationship between vocational education courses and the dropout rate.

OBSERVATION: Vocational education courses help lower the dropout rate of high school students.

CONCLUSION: Comprehensive vocational education planning should be intensified to provide vocational education opportunities for all high school youth.

TREND: Overall, seven percent more parents agreed that vocational education courses should be planned as a means of lowering the dropout rate of students while two percent fewer students expressed agreement with this statement. It may be noted that fewer parents indicated they had no opinion on this statement while a higher percentage of student responses indicated that they had no opinion.

SURVEY STATEMENT: Employing qualified business and industrial personnel to help young people find jobs may be a wise use of the school's money.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	58 (+ 5)*	15 (- 7)	22 (- 1)	5 (+ 3)	12,560
9th-Grade Students	63 (+ 3)	24 (- 2)	10 (- 2)	3 (+ 1)	29,156
12th-Grade Parents	62 (+ 9)	15 (- 7)	21 (- 2)	2 (+ 1)	6,887
12th-Grade Students	66 (+ 3)	21 (- 1)	11 (- 3)	2 (+ 1)	20,508
Total Parents	60 (+ 7)	15 (- 7)	22 (- 1)	3 (+ 1)	19,447
Total Students	64 (+ 3)	23 (- 1)	10 (- 3)	3 (+ 1)	49,664

* Indicated change compared to 1972-73 Survey

ANALYSIS: A majority of parents and students agreed that a wise use of school money may be to employ qualified personnel from business and industry to help young people find jobs. More students, 61 percent, agreed with this statement than parents, 53 percent. Twenty-four percent of the students expressed no opinion while 13 percent expressed disagreement.

OBSERVATION: Placement specialists should be employed to help young people find jobs.

CONCLUSION: Special emphasis should be directed toward the establishment of job placement services for high school youth.

TREND: Overall, a higher percentage of parent and student respondents agreed with this statement. The percentage of increase ranged from three percent for students in both ninth and twelfth grade to nine percent for twelfth grade parents.

SURVEY STATEMENT: Vocational teachers should not assist their graduates with finding a job.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	10 (- 8)*	11 (- 2)	76 (+10)	3	12,565
9th-Grade Students	14 (- 2)	16 (- 2)	68 (+ 4)	2	29,237
12th-Grade Parents	9 (- 8)	10 (- 3)	79 (+13)	2 (+ 2)	6,896
12th-Grade Students	9 (- 1)	13 (- 1)	75 (+ 1)	3 (+ 1)	20,611
Total Parents	9 (- 9)	11 (- 2)	77 (+11)	3	19,461
Total Students	11 (- 2)	15 (- 1)	71 (+ 3)	3	49,848

* Indicates change compared to 1972-73 Survey

ANALYSIS: Rejecting the statement that vocational teachers should not assist their graduates with finding a job, a seven out of ten majority of parents and students indicated they felt that vocational teachers should assist their graduates with finding a job.

OBSERVATION: Vocational teachers have a major role in the placement of the vocational graduate.

CONCLUSION: Vocational teachers should maintain an awareness of current job opportunities and required job skills and knowledges and facilitate the placement of vocational graduates in jobs in which they are prepared.

TREND: Increasingly, parents and students are recognizing the need for assistance to vocational graduates in finding a job. While parents recognize this need more than students, it may be noted that twelfth grade parents indicated the need for teacher assistance in placement more than ninth grade parents.

SURVEY STATEMENT: There is little need in our community for high school vocational education at public expense.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	10 (-14)*	12	75 (+13)	3 (+ 1)	12,575
9th-Grade Students	16	28 (- 1)	53	3 (+ 1)	29,127
12th-Grade Parents	10 (-20)	11 (+ 1)	76 (+18)	3 (+ 1)	6,898
12th-Grade Students	14 (+ 1)	26	58 (- 1)	2	20,497
Total Parents	10 (-16)	12 (+ 1)	75 (+15)	3	19,473
Total Students	15 (+ 1)	27 (- 1)	55	3	49,624

* Indicates change compared to 1972-73 Survey

ANALYSIS: Three out of four parents rejected the statement that there is no need for publicly funded vocational education for high school students, however, only a slight majority of students responded in a similar manner. Although, 27 percent of students indicated they had no opinion concerning this statement, only 12 percent of the parents responded with no opinion. It may be noted that, although slight recognition of the need for secondary vocational education at public expense was higher for twelfth grade students than ninth grade students. A similar pattern may be found for twelfth and ninth grade parents.

OBSERVATION: Publicly funded high school vocational education programs are needed to serve our youth in their quest for career preparation.

CONCLUSION: The value of vocational education programs is recognized and should be supported by public funding.

TREND: Although the percentage of student and parent responses indicating no opinion did not change markedly from the previous year, it may be noted that parent support for secondary vocational education at public expense increased by 13 percent for ninth grade parents and 18 percent for twelfth grade parents. For all parents the increased support grew by 15 percent.

SURVEY STATEMENT: Local school personnel should rely on state government to provide leadership for expanding vocational education.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	28 (+18)*	24 (+ 9)	46 (-26)	2 (- 1)	12,517
9th-Grade Students	34 (+ 3)	40	23 (-13)	3	29,199
12th-Grade Parents	30 (+20)	23 (+10)	45 (-29)	2 (- 1)	6,867
12th-Grade Students	31 (+ 4)	37 (- 1)	31 (- 2)	1 (- 1)	20,551
Total Parents	29 (+19)	23 (+ 8)	45 (-21)	3	19,384
Total Students	33 (+ 4)	39	26 (- 3)	2 (- 1)	49,750

* Indicates change compared to 1972-73 Survey

ANALYSIS: In analyzing the responses of parents and students on the statement concerning reliance on the state government to provide leadership for expanding vocational education, no clear cut majority may be found. Fourty-six percent of the ninth grade parents and 45 percent of the twelfth grade parents disagreed with the statement while, overall, 29 percent of the parents indicated state government should provide leadership for expanding vocational education. Students were more indecisive concerning this statement with more than two-thirds of the students indicating they had no opinion while less than one-fourth of the parents responded in a similar manner.

OBSERVATION: Although considerable indecision exists, more parents indicated local school personnel should not rely upon state government for the expansion of vocational education than parents indicating leadership should emminate from the local level.

CONCLUSION: Local school personnel should join with state government in providing leadership for the expansion of vocational education.

TREND: Although the respondents continued to indicate local school personnel should not rely on state government to provide leadership for vocational education, the pattern of parent responses shifted markedly from those recorded last year. Twenty-nine percent of the parents, an increase of 19 percent, agreed with this statement while 45 percent, a decrease of 21 percent disagreed with this statement thus indicating that local school personnel may need to look to the state government for expanding vocational education.

SURVEY STATEMENT: Locating additional tax resources to begin new vocational education programs should be entirely a responsibility of the state.

	Agree Percent	No Opinion Percent	Disagree Percent	No Response Percent	Total Response N=100%
9th-Grade Parents	42 (- 1)*	24 (+ 1)	31	3	12,503
9th-Grade Students	29 (+ 3)	41 (+ 1)	27 (- 2)	3	29,060
12th-Grade Parents	43 (- 4)	24 (+ 3)	31 (+ 1)	2	6,858
12th-Grade Students	26 (+ 2)	39 (- 1)	32 (- 2)	3 (+ 1)	20,484
Total Parents	42 (- 2)	24 (+ 2)	31	3	19,361
Total Students	28 (+ 3)	40 (- 2)	29 (- 2)	3 (+ 1)	49,544

* Indicates change compared to 1972-73 Survey

ANALYSIS: A review of the response pattern revealed no clear cut majority, however, 42 percent of the parents agreed the locating additional tax resources to begin new vocational education programs should be entirely a responsibility of the state while 31 percent disagreed. Thirty-one percent of the students indicated they did not feel the state had exclusive responsibility for locating additional tax resources for this purpose while somewhat fewer, 20 percent indicated this should be entirely a state responsibility. Almost one-fourth of the parents and 40 percent of the students expressed no opinion on this statement.

OBSERVATION: No clear cut decision can be reached from an analysis of the responses regarding the states responsibility to locate additional tax resources to begin new vocational education programs.

CONCLUSION: Although more parents agree than disagree that it is the states responsibility for locating additional tax resources to begin new vocational education programs, it would appear that locating additional tax resources is a joint state and local responsibility.

TREND: The change in the response pattern from the preceding year is very minor with only two percent fewer parents indicating that locating additional tax resources should be the exclusive responsibility of the state. The percentage of parents disagreeing with the statement remains unchanged, however, two percent more of the parent respondents indicated they had no opinion on this statement.

SURVEY STATEMENT: Residents of our community should vote more taxes, if necessary for an expanded program of vocational education for high school youths.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	48 (- 5)*	21 (+ 3)	29 (+ 3)	2 (- 1)	12,553
9th-Grade Students	28 (+ 2)	37	32 (- 2)	3	29,292
12th-Grade Parents	48 (- 5)	20 (+ 1)	30 (+ 4)	2	6,892
12th-Grade Students	37 (+ 2)	36	26	1 (- 2)	20,643
Total Parents	48 (- 6)	21 (+ 3)	29 (+ 4)	2 (- 1)	19,445
Total Students	32 (+ 2)	36	29 (- 2)	3	49,935

* Indicates change compared to 1972-73 Survey

ANALYSIS: Although students, 36 percent, were more indecisive than parents, 21 percent, about voting more taxes for an expanded program of vocational education, only 48 percent of the parents indicated that residents of their community should vote more taxes for this purpose. Twenty-nine percent of both parents and students indicated they disagreed on voting more taxes for expanding vocational education for high school youth.

OBSERVATION: Although the percentage of parents and students agreeing that residents of the community should vote more taxes for an expanded program of vocational education exceed the percentage disagreeing with this statement, strong support for additional taxes for vocational education did not exist.

CONCLUSION: Parents and students recognize the need for vocational education programming for high school youths, strong support for more local taxes in support of vocational education programming was nonexistent.

TREND: A comparison of responses between this year and last year will reveal that the level of support for more local taxes for vocational education programming declined by six percent for parents and increased by two percent for students.

SURVEY STATEMENT: Additional state monies, if needed, should be given to our school to support vocational education.

	Agree Percent	No Opinion Percent	Disagree Percent	No Response Percent	Total Response N=100%
9th-Grade Parents	84 (+13)*	10 (- 8)	4 (- 4)	2 (- 1)	12,550
9th-Grade Students	62 (+ 5)	28 (- 4)	7 (- 2)	3 (+ 1)	29,192
12th-Grade Parents	83 (+14)	9 (- 7)	5 (- 7)	3	6,881
12th-Grade Students	72 (+ 5)	20 (- 4)	5 (- 2)	3 (+ 1)	20,568
Total Parents	83 (+12)	10 (- 7)	5 (- 5)	2	19,431
Total Students	66 (+ 6)	25 (- 4)	7 (- 1)	2 (- 1)	49,760

* Indicates change compared to 1972-73 Survey

ANALYSIS: Eighty-three percent of the parents and 66 percent of the students indicated that where needed additional state funds should be given to schools to support vocational education. A small minority, only five percent of the parents, reported that additional state monies, even though needed, should not be given to schools to support vocational education. One-fourth of the students indicated they had no opinion while only 10 percent of the parents responded in a similar manner.

OBSERVATION: Where needed, additional state monies are recommended to support vocational education programming for youths.

CONCLUSION: Strong support for additional state funds to support vocational education is indicated.

TREND: Increasingly, parents and students agree that additional state monies, if needed, should be given to their schools to support vocational education.

SURVEY STATEMENT: State tax monies should be made available to operate full-time vocational education programs for adults.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	Percent
9th-Grade Parents	47 (+ 3)*	23 (- 3)	26 (- 2)	4 (+ 2)	12,530
9th-Grade Students	42 (+ 3)	41 (- 2)	13 (- 2)	4 (+ 1)	29,227
12th-Grade Parents	48 (- 1)	23	26	3 (+ 1)	6,868
12th-Grade Students	47 (+ 5)	37 (- 3)	14 (- 2)	2	20,576
Total Parents	48 (+ 2)	23 (- 2)	26 (- 1)	3 (+ 1)	19,398
Total Students	44 (+ 4)	40 (- 2)	14 (- 2)	2	49,803

* Indicates change compared to 1972-73 Survey

ANALYSIS: Students were more indecisive than parents on the statement relating to using state monies to operate full-time vocational education programs for adults. Thirty percent of the students and 23 percent of the parents indicated they had no opinion on this question; however, 48 percent of the parents and 44 percent of the students agreed state money should be made available to operate full-time vocational education programs while 26 percent of the parents and 14 percent of the students expressed disagreement with this statement.

OBSERVATION: While no clear cut majority of either group of respondents, parents or students, supported the statement that state money should be made available to operate full-time vocational education programs for adults, it may be noted that a higher percentage of parents agreed than disagreed with this statement. Students agreed with the statement three to one; however, 40 percent of the student respondents indicated they had no opinion on this statement.

CONCLUSION: A continuing program of information concerning vocational education programs for adults should be initiated for the purpose of creating a well-informed public.

TREND: Only slight gains in support for utilizing state tax monies to operate full-time vocational education programs was indicated in the pattern of responses this year.

SURVEY STATEMENT: Vocational education programs are not needed for adults in our community.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	11 (-13)*	18 (- 2)	69 (+15)	2	12,550
9th-Grade Students	9	23	66	2	29,233
12th-Grade Parents	11 (-15)	17 (- 2)	70 (+17)	2	6,886
12th-Grade Students	5 (- 1)	16 (- 2)	76 (+ 2)	3 (+ 1)	20,627
Total Parents	11 (-14)	18 (- 1)	69 (+15)	2	19,436
Total Students	7 (- 1)	20 (- 1)	70 (+ 1)	3 (+ 1)	49,860

* Indicates change compared to 1972-73 Survey

ANALYSIS: Students gave slightly more recognition to the need for adult vocational education programs than their parents. Seventy percent of the students and 69 percent of their parents rejected the statement that vocational education programs are not needed for adults. Approximately one-fifth of the respondents indicated they had no opinion. Only seven percent of the students agreed that vocational education programs for adults are not needed and only 11 percent of the parents expressed a similar opinion.

OBSERVATION: Vocational education is needed for adults in our community.

CONCLUSION: Special emphasis should be given to the continued expansion of adult education through the development of comprehensive vocational education programming designed to meet the needs of adults.

TREND: Considerably stronger support for providing vocational education programs for adults was expressed by parents. The level of support expressed by parents increased by 15 percent and nearly equals the 70 percent level of support expressed by students.

SURVEY STATEMENT: Schools should place more emphasis on preparing students for employment.

	Agree Percent	No Opinion Percent	Disagree Percent	No Response Percent	Total Response N=100%
9th-Grade Parents	85 (+10)*	8 (- 3)	4 (- 7)	3	12,569
9th-Grade Students	80 (+ 1)	14	3 (- 1)	3	29,346
12th-Grade Parents	84 (+13)	8 (- 3)	5 (-11)	3 (+ 1)	6,887
12th-Grade Students	86 (- 1)	8 (+ 1)	4	2	20,687
Total Parents	85 (+11)	8 (- 3)	4 (- 9)	3 (+ 1)	19,456
Total Students	83 (+ 1)	11	3 (- 1)	3	50,033

* Indicates change compared to 1972-73 Survey

ANALYSIS: An overwhelming majority of parents and students responded with agreement that schools should place more emphasis on preparing students for employment. Parents, 85 percent, supported this statement more strongly than students with 83 percent of this group expressing agreement.

OBSERVATION: Schools should continue to place strong emphasis on the preparation of students for employment.

CONCLUSION: Career education and vocational education programs are needed to assure the fulfillment of students' educational goals.

TREND: Parents supporting this statement increased by 11 percent and now exceeds students; expressed level of agreement, 83 percent, indicating increased recognition of the need to place more emphasis on preparing youth for employment.

SURVEY STATEMENT: Elementary school programs should encourage all students to develop a respect for employment.

	Agree Percent	No Opinion Percent	Disagree Percent	No Response Percent	Total Response N=100%
9th-Grade Parents	86 (+ 7)*	7 (- 4)	5 (- 2)	2 (- 1)	12,609
9th-Grade Students	55	28	14	3	29,283
12th-Grade Parents	85 (+ 8)	7 (- 6)	6 (- 1)	2	6,922
12th-Grade Students	57 (+ 1)	28	12	3 (+ 1)	20,650
Total Parents	86 (+ 7)	7 (- 5)	5 (- 2)	2	19,531
Total Students	56	28	14 (+ 1)	2 (- 1)	49,933

* Indicates change compared to 1972-73 Survey

ANALYSIS: A large majority, 86 percent of the parents, responded affirmatively to the statement while only a slight majority, 56 percent, of the students expressed a similar opinion. The highest level of indecision was found among students with 28 percent indicating they had no opinion.

OBSERVATION: Elementary school programs should encourage all students to develop a respect for work.

CONCLUSION: Motivation toward work should be an integral part of the elementary school curriculum. The level of support expressed by parents increased by seven percent while remaining stable among students. Otherwise, no discernable change in the pattern of responses was identified in this highly accepted statement.

TREND: Parents are becoming increasingly aware of the need to encourage youth to develop a respect for employment while students still remain somewhat indecisive even though a majority of students agreed with this statement.

SURVEY STATEMENT: In the 7th and 8th grades, students should begin to become aware of job opportunities in the community.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	76 (+ 5)*	8 (- 4)	13 (- 2)	3 (+ 1)	12,569
9th-Grade Students	75 (+ 3)	13 (- 1)	10 (- 1)	2 (- 1)	29,252
12th-Grade Parents	74 (+ 4)	10 (- 2)	14 (- 1)	2 (- 1)	6,900
12th-Grade Students	65	18	13 (- 2)	4 (+ 2)	20,609
Total Parents	75 (+ 4)	9 (- 3)	13 (- 2)	3 (+ 1)	19,469
Total Students	71 (+ 2)	15 (- 1)	12 (- 1)	2	49,861

* Indicates change compared to 1972-73 Survey

ANALYSIS: Seventy-five percent of the parents and 71 percent of the students agreed that seventh and eighth grade students should begin developing awareness of job opportunities in their community. Although 15 percent of the students indicated they had no opinion on this statement, only 12 percent indicated they did not agree.

OBSERVATION: Students in the seventh and eighth grades should become aware of job opportunities in the community.

CONCLUSION: A program of career orientation should be an integral part of a total educational program for all students.

TREND: In this year's study, a slight increase in the level of support of this statement may be noted for both parent and student respondents. The need for students to begin developing an awareness of community job opportunities continues to receive strong support.

SURVEY STATEMENT: In grades 9 and 10, students should have guidance and counseling experience to assist them in selecting appropriate career preparation programs.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	90 (+ 6)*	5 (- 4)	2 (- 3)	3 (+ 1)	12,565
9th-Grade Students	76 (+ 1)	13	10	1 (- 1)	29,283
12th-Grade Parents	90 (+ 5)	5 (- 3)	3 (- 2)	2	6,893
12th-Grade Students	84	9	5	2	20,645
Total Parents	90 (+ 6)	5 (- 3)	3 (- 2)	2 (- 1)	19,458
Total Students	80 (+ 2)	11	6 (- 2)	3	49,928

* Indicates change compared to 1972-73 Survey

ANALYSIS: Parents and students were highly decisive about the need for ninth and tenth grade students to have guidance and counseling experiences to assist them in selecting appropriate career preparation programs. Ninety percent of the parents and 80 percent of the students agreed with this statement.

OBSERVATION: Ninth and tenth grade students should have guidance and counseling designed to assist them in the selection of career preparation programs.

CONCLUSION: Guidance programs should place emphasis on information relating to career preparation programs for ninth and tenth grade students.

TREND: A minor increase in the level of support of this statement was found in the analysis of the parent and student responses. From last year, the level of support by parents increased by six percent while the increase for students was only two percent. Very little negative response indicates the very high acceptance and trend toward career preparation as a felt need.

SURVEY STATEMENT: Students should have an occupational goal before they enter the 11th grade.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100
9th-Grade Parents	63 (+39)*	12 (- 8)	22 (-32)	3 (+ 1)	12,607
9th-Grade Students	57 (+ 3)	23	18 (- 2)	2 (- 1)	29,307
12th-Grade Parents	57 (+31)	13 (- 6)	27 (-26)	3 (+ 1)	6,908
12th-Grade Students	44 (+ 3)	26 (+ 1)	28 (- 3)	2 (- 1)	20,655
Total Parents	61 (+36)	13 (- 6)	23 (-31)	3 (+ 1)	19,515
Total Students	51 (+ 2)	24	22 (- 3)	3 (+ 1)	49,962

* Indicates change compared to 1972-73 Survey

ANALYSIS: Sixty-one percent of the parents and 51 percent of the students agreed students should have an occupational goal before entering the eleventh grade. Students, 24 percent, were more indecisive than parents, 13 percent, on this statement while more than one out of five of both groups indicated an occupational goal was not needed before entering their junior year.

OBSERVATION: More parents than students believe students should have an occupational goal before entering the eleventh grade.

CONCLUSION: Special emphasis should be directed toward developing students' understanding of the need for an occupational goal early enough in their school career to enable them to use effectively the available academic vocational learning experiences.

TREND: A significant increase, 36 percent, in the level of support of this statement was noted for parent respondents. For students, support increased only two percent, while the level of indecision remained unchanged from the preceding year. The percent of parent and student respondents expressing disagreement with this statement remained relatively stable.

SURVEY STATEMENT: With the help of their parents, students should begin planning their career before entering high school.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	61 (+ 8)*	12 (- 6)	24 (- 3)	3 (+ 1)	12,578
9th-Grade Students	50 (+ 4)	21 (- 1)	26 (- 4)	3 (+ 1)	29,182
12th-Grade Parents	60 (+11)	12 (- 7)	26 (- 3)	2 (- 1)	6,891
12th-Grade Students	39 (+ 2)	23	35 (- 2)	3	20,561
Total Parents	61 (+ 9)	12 (- 6)	25 (- 3)	2	19,469
Total Students	46 (+ 4)	22	30 (- 2)	2 (- 2)	49,743

* Indicates change compared to 1972-73 Survey

ANALYSIS: A fairly strong majority of parents, 61 percent, agreed that students should begin planning their careers before entering high school; however only 46 percent of the students expressed agreement on this statement. More students, 30 percent, than parents, 25 percent, disagreed, thus indicating they felt career planning should be delayed until high school. Students were more indecisive than parents with 20 percent of the students indicating they had no opinion while only 12 percent of the parents responded in a similar manner.

OBSERVATION: To encourage students to begin career planning before entering high school, special emphasis should be placed on career learning.

CONCLUSION: Career education programs will facilitate career planning and should be initiated for elementary and junior high school students.

TREND: Both parents and students were more in agreement that students should begin their planning their career before entering high school. In this year's study, the increases ranged from two percent for twelfth grade students to 11 percent for twelfth grade parents.

SURVEY STATEMENT: Vocational guidance is needed only in grade twelve.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	4 (-15)*	6 (- 1)	89 (+18)	1 (- 2)	12,591
9th-Grade Students	5 (- 2)	12	80 (+ 1)	3 (+ 1)	29,229
12th-Grade Parents	4 (-20)	5 (- 1)	89 (+21)	2	6,908
12th-Grade Students	4	8	85 (- 1)	3 (+ 1)	20,565
Total Parents	4 (-16)	6 (- 1)	88 (+18)	2 (- 1)	19,499
Total Students	5	10 (- 1)	82	3 (- 1)	49,794

* Indicates changes compared to 1972-73 Survey

ANALYSIS: Parents are somewhat more cognizant than students of the need for vocational guidance early in the student's educational career. Eighty-eight percent of the parents and 82 percent of the students disagreed that vocational guidance is needed in grade twelve only.

OBSERVATION: Vocational guidance must begin before grade twelve.

CONCLUSION: Vocational guidance should be an integral part of the total guidance program and should begin early in the students educational career.

TREND: Parental awareness of the need for vocational guidance for students before grade twelve increased markedly in this year's survey. The percentage of parents rejecting the statement that vocational guidance is needed only in grade twelve increased by 18 percent and exceeded the percent of students rejecting this statement.

SURVEY STATEMENT: High school students in this community are generally unaware of the vocational education opportunities in our schools.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	41 (+ 2)*	26 (- 5)	30 (+ 2)	3 (+ 1)	12,517
9th-Grade Students	41	31	26 (+ 1)	2 (- 1)	29,199
12th-Grade Parents	42 (+ 2)	22 (- 6)	33 (+ 4)	3	6,870
12th-Grade Students	47	22	29	2 (- 1)	20,581
Total Parents	42 (+ 3)	24 (- 6)	31 (+ 3)	3	19,387
Total Students	44	27	27 (+ 1)	2 (- 1)	49,780

* Indicates changes compared to 1972-73 Survey

ANALYSIS: The percent of parents and students agreeing that students are generally unaware of vocational education opportunities in their school exceeded the percent of parents and students disagreeing with this statement. Twenty-four percent of the parents and 27 percent of the students indicated they had no opinion concerning student awareness of vocational education opportunities; however 42 percent of the parents and 44 percent of the students indicated students were generally unaware of vocational education opportunities. Only 31 percent of the parents and 27 percent of the students disagreed thus indicating they felt students were aware.

OBSERVATION: Many high school students are unaware of the vocational education opportunities in their school.

CONCLUSION: Vocational guidance services should provide comprehensive vocational education information to students. The same information should be given to parents.

TREND: There was no major shift in the pattern of responses for students or parents, however, the percent of parents indicating they had no opinion decreased slightly.

SURVEY STATEMENT: High school students should be provided instruction and practice on how to seek employment.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	95 (+ 8)*	2 (- 4)	1(- 3)	2 (- 1)	12,617
9th-Grade Students	87	8	2	3	29,316
12th-Grade Parents	94 (+13)	2 (- 6)	1 (- 7)	3 (+ 1)	6,931
12th-Grade Students	89	7	2	2	20,673
Total Parents	95 (+10)	2 (- 5)	1 (- 5)	2	19,548
Total Students	88	8	2	2	49,989

* Indicates changes compared to 1972-73 Survey

ANALYSIS: Stronger acceptance that high school students should be provided with instruction and practice on how to seek employment was reported. Ninety-five percent of the parents and 88 percent of the students agreed with the statement. Only one percent of the parents and two percent of the students disagreed.

OBSERVATION: High school students should be provided instruction and practice in how to seek employment.

CONCLUSION: In addition to the required vocational learnings, the development of skills and the acquisition of technical knowledge in the vocational curriculum, high school students should be provided with instruction and practice in seeking employment.

TREND: Increasingly, parents are recognizing the importance of providing instruction and practice on how to seek employment. Although the percent of responses of students agreeing with the statement did not change from last year, it is interesting to note that the percent of responses indicating agreement increased markedly for both ninth and twelfth grade parents.

SURVEY STATEMENT: School counseling services should be available for high school youth 12 months a year.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	64 (+13)*	15 (- 3)	18 (-11)	3 (+ 1)	12,563
9th-Grade Students	60	23 (+ 1)	16	1 (- 1)	29,207
12th-Grade Parents	67 (+17)	14 (- 2)	17 (-15)	2	6,882
12th-Grade Students	71 (- 1)	17 (+ 1)	10	2	20,586
Total Parents	65 (+14)	15 (- 2)	18 (-12)	2	19,445
Total Students	64	20 (+ 1)	12	4 (+ 1)	49,793

* Indicates changes compared to 1972-73 Survey

ANALYSIS: Sixty-four percent of the students and 65 percent of the parents agreed that counseling services for high school youth should be available throughout the year. Although more students and parents indicated they had no opinion on this statement, 18 percent of the parents did not agree counseling services should be available twelve months a year. Only 12 percent of the students expressed a similar opinion.

OBSERVATION: Year-round school counseling services should be available for high school youth.

CONCLUSION: Guidance services should extend beyond the regular school year to serve students during the summer months.

TREND: Although the student response pattern did not change, there was a marked increase in the percent of parents indicating that school counseling services should be available for youth year-round.

SURVEY STATEMENT: Educational programs in our high schools should be planned to meet the vocational interests of all the students.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	83 (+ 5)*	7 (- 2)	8 (- 2)	2 (- 1)	12,570
9th-Grade Students	80 (+ 1)	13 (- 1)	5	2	29,339
12th-Grade Parents	83 (+ 5)	6 (- 4)	8 (- 2)	3 (+ 1)	6,884
12th-Grade Students	82	10 (- 1)	5 (- 1)	3	20,652
Total Parents	83 (+ 5)	6 (- 4)	8 (- 2)	3 (+ 1)	19,454
Total Students	80 (- 1)	12	5	3 (+ 1)	49,991

* Indicates change compared to 1972-73 Survey

ANALYSIS: Emphasis on the need to meet the vocational needs of students was clearly set forth with 83 percent of the parents and 81 percent of the students responding with expressed agreement on this statement.

OBSERVATION: Vocational interests of students should be used in planning educational programs.

CONCLUSION: A study of students' vocational interests should be undertaken in order to provide a sound basis for educational planning.

TREND: The level of agreement with this statement increased slightly more for parents than for students in agreeing that those responsible for planning educational programs for high school youth must take into account the many needs and interests of students.

SURVEY STATEMENT: Student vocational interests should not be used to plan educational programs.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	11 (+ 1)*	16 (+ 1)	71 (- 1)	2 (- 1)	12,543
9th-Grade Students	12 (- 2)	28 (- 1)	57 (+ 1)	3 (+ 2)	29,216
12th-Grade Parents	10	15 (+ 2)	72 (- 2)	3	6,860
12th-Grade Students	11 (+ 2)	21 (- 2)	66 (+ 1)	2 (- 1)	20,565
Total Parents	11 (+ 1)	16 (+ 1)	71 (- 1)	2 (- 1)	19,403
Total Students	12	25 (- 2)	61 (+ 2)	2	49,781

* Indicates changes compared to 1972-73 Survey

ANALYSIS: Parents and students agree students vocational interests should be used to plan educational programs. Seventy-one percent of the parents rejected the statement that student vocational interests should not be used in planning educational programs; however, only 61 percent of the students responded in a similar manner. One-fourth of the students and one-eighth of the parents indicated they had no opinion.

OBSERVATION: Student vocational interests should be used in educational planning.

CONCLUSION: Student vocational interests should be identified and utilized in planning educational programs.

TREND: Parents and students continue to recognize the need to utilize student vocational interests in planning educational programs, however, there was no marked change in the pattern of responses from the preceding year's study.

SURVEY STATEMENT: Standardized testing is a basic part of a sound guidance program. (E.g. achievement, intelligence, and aptitude testing)

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	69 (+ 2)*	17 (- 1)	11 (- 2)	3 (+ 1)	12,527
9th-Grade Students	43 (+ 2)	39	15 (- 1)	3	29,120
12th-Grade Parents	68 (- 1)	16 (+ 1)	13 (+ 1)	3 (- 1)	6,864
12th-Grade Students	43 (+ 1)	30	25 (- 1)	2	20,536
Total Parents	68	17	12 (- 1)	3 (+ 1)	19,391
Total Students	43 (+ 2)	35 (- 1)	19 (- 1)	3	49,656

* Indicates changes compared to 1972-73 Survey

ANALYSIS: Parents more so than students accept the use of standardized tests as a basic part of the guidance program. Sixty-eight percent of the parents agreed on this statement while only 43 percent of the students expressed a similar opinion. However, twice as many students as parents indicated they had no opinion.

OBSERVATION: Standardized testing is an integral part of the guidance program.

CONCLUSION: Data obtained through the administration of standardized testing provides essential information in helping students make career choices, however, many students and parents are not aware of how this information is used in helping students. Special efforts should be directed toward informing both parents and students about the value and role of testing as an integral part of the total guidance program.

TREND: The pattern of responses for both parents and students remained stable with no major changes identified. Students remain indecisive concerning this statement.

SURVEY STATEMENT: Qualified adults should be permitted to enroll with high school students in vocational education programs.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	51 (+ 6)*	14 (- 5)	32 (- 2)	3 (+ 1)	12,563
9th-Grade Students	51 (+ 1)	23 (- 1)	22 (- 1)	4 (+ 1)	29,209
12th-Grade Parents	50 (+ 4)	14 (- 2)	33 (- 3)	3 (+ 1)	6,898
12th-Grade Students	51 (+ 2)	20 (- 1)	26 (- 1)	3	20,571
Total Parents	51 (+ 5)	14 (- 4)	32 (- 2)	3 (+ 1)	19,456
Total Students	51 (+ 1)	22 (- 1)	24 (- 1)	3 (+ 1)	49,780

* Indicates changes compared to 1972-73 Survey

ANALYSIS: Acceptance of the statement that qualified adults should be permitted to enroll with high school students in vocational education programs was apparent. The statement was accepted by both parents and students more often than it was rejected, however, students were more indecisive than parents.

OBSERVATION: Students more readily accept qualified adults in vocational education programs than do their parents.

CONCLUSION: Vocational education administrators should identify, examine and report potential benefits accruing to vocational education students by permitting enrollment of qualified adults in secondary vocational programs.

TREND: In this year's survey it will be noted that a small majority of both parents and students agreed qualified adults should be permitted to enroll with high school students in vocational education programs. In the previous report, a majority expressing agreement with this statement was not achieved. Slightly fewer parents and students indicated they had no opinion on this statement in this year's survey.

SURVEY STATEMENT: Counselors concerned for the vocational needs and interests of adults are not needed in our community.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	11 (-14)*	16	71 (+15)	2 (- 1)	12,522
9th-Grade Students	10	24	65 (+ 3)	1 (- 3)	29,104
12th-Grade Parents	11 (-18)	15	71 (+18)	3	6,866
12th-Grade Students	8	20 (- 1)	70 (+ 1)	2	20,506
Total Parents	11 (-15)	16	71 (+16)	2 (- 1)	19,388
Total Students	9	22 (- 1)	67 (+ 2)	2 (- 1)	49,610

* Indicates changes compared to 1972-73 Survey

ANALYSIS: A strong majority of parents and students rejected the statement that vocational counseling services for adults are not needed. In rejecting this statement more parents, 71 percent, than students, 67 percent, indicated that vocational counseling services for adults are needed.

OBSERVATION: Vocational counseling is needed for adults.

CONCLUSION: Counseling programs should be initiated for adults.

TREND: Recognition of the need for counselors concerned for the vocational needs and interests of adults increased markedly among parents. Only a slight gain in recognition for counselors to work with adults was noted from the student responses this year.

SURVEY STATEMENT: Public school guidance services should provide interest and aptitude tests to adults.

	Agree	No Opinion	Disagree	No Response	Total Response
	Percent	Percent	Percent	Percent	N=100%
9th-Grade Parents	50 (+ 9)*	26 (- 2)	21 (- 7)	3	12,535
9th-Grade Students	44 (+ 3)	40	14 (- 2)	2 (- 1)	29,145
12th-Grade Parents	53 (+12)	24	21 (-11)	2 (- 1)	6,874
12th-Grade Students	47 (+ 2)	36 (- 1)	15 (- 1)	2	20,522
Total Parents	51 (+10)	25 (- 1)	21 (- 9)	3	19,409
Total Students	45 (+ 2)	38 (- 1)	14 (- 1)	3	49,667

* Indicates changes compared to 1972-73 Survey

ANALYSIS: Although more parents, 51 percent, than students, 45 percent, indicated public school guidance service should provide for certain types of adult testing, 38 percent of the students reported they had no opinion on this statement while 21 percent of the parents disagreed.

OBSERVATION: There is limited support for public school guidance service to provide the interest and aptitude tests for adults.

CONCLUSION: The value of guidance services, including interest and aptitude tests, for adults should be pointed out.

TREND: The need to provide interest and aptitude tests to adults through public school guidance departments received increased recognition by parents responding to this statement. Even though more than one-fourth of the parents and more than two-thirds of the students indicated they had no opinion.

SURVEY PARTICIPANTS

The FY74 PRIDE review included the following Vocational Education Planning Districts (VEPD's) and Local Educational Agencies (LEA's).

VEPD #006: Belmont County Joint Vocational School District

LEA's: Belmont County Joint Vocational School District
Bellaire City School District
Martins Ferry City School District
Shadyside City School District
Barnesville Exempted Village School District
Bridgeport Exempted Village School District
St. Clairsville-Richland Local School District (Belmont County)
Union Local School District (Belmont County)
Harrison Hills City School District

VEPD #007: Southern Hills Joint Vocational School District

LEA's: Southern Hills Joint Vocational School District
Georgetown Exempted Village School District
Eastern Local School District (Brown County)
Fayetteville-Perry Local School District (Brown County)
Western Brown Local (Brown County)
Ripley-Union-Lewis Local School District (Brown County)
Bright Local School District (Highland County)

VEPD #016: East Liverpool City

LEA's: East Liverpool City School District
Wellsville City School District

VEPD #019: Cleveland City

LEA's: Cleveland City School District

VEPD #028: Southwest Cuyahoga County Joint Vocational School District

LEA's: Southwest Cuyahoga County Joint Vocational School District
Berea City School District
North Olmsted City School District
Strongsville City School District
Olmsted Falls Local School District (Cuyahoga County)

VEPD #033: Sandusky City

LEA's: Sandusky City School District

VEPD #051: Knox County Joint Vocational School District

LEA's: Knox County Joint Vocational School District
Mount Vernon City School District
Centerburg Local School District (Knox County)
Danville Local School District (Knox County)
East Knox Local School District (Knox County)
Fredericktown Local School District (Knox County)
Clear Fork Valley Local School District (Richland County)

VEPD #054: Lawrence County Joint Vocational School District

LEA's: Lawrence County Joint Vocational School District
Ironton City School District
Chesapeake Union Exempted Village School District
Dawson-Bryant Local School District (Lawrence County)
Fairland Local School District (Lawrence County)
Rock Hill Local School District (Lawrence County)
South Point Local School District (Lawrence County)
Symmes Valley Local School District (Lawrence County)

VEPD #055: Licking County Joint Vocational School District

LEA's: Licking County Joint Vocational School District
Heath City School District
Newark City School District
Granville Exempted Village School District
Johnstown-Monroe Local School District (Licking County)
Lakewood Local School District (Licking County)
Licking Heights Local School District (Licking County)
Licking Valley Local School District (Licking County)
North Fork Local School District (Licking County)
Northridge Local School District (Licking County)
Southwest Licking Local School District (Licking County)

VEPD #059: Oregon City

LEA's: Oregon City School District

VEPD #062: Washington Local

LEA's: Washington Local School District (Lucas County)

VEPD #069: Upper Valley Joint Vocational School District

LEA's: Upper Valley Joint Vocational School District
Piqua City School District
Troy City School District
Bradford Exempted Village School District
Covington Exempted Village School District
Newton Local School District (Miami County)
Sidney City School District
Anna Local School District (Shelby County)
Fairlawn Local School District (Shelby County)
Fort Loramie Local School District (Shelby County)
Hardin-Houston Local School District (Shelby County)
Botkins Local School District (Shelby County)
Jackson Center Local School District (Shelby County)

VEPD #078: Maplewood Area Joint Vocational School District

LEA's: Maplewood Area Joint Vocational School District
Ravenna City School District
Streetsboro City School District
Windham Exempted Village School District
Crestwood Local School District (Portage County)
Field Local School District (Portage County)
James A. Garfield Local School District (Portage County)
Rootstown Local School District (Portage County)
Southeast Local School District (Portage County)
Waterloo Local School District (Portage County)
Mogadore Local School District (Summit County)

VEPD #080: Putnam County Joint Vocational School District

LEA's: Putnam County Joint Vocational School District
Columbus Grove Local School District (Putnam County)
Continental Local School District (Putnam County)
Jennings Local School District (Putnam County)
Kalida Local School District (Putnam County)
Leipsic Local School District (Putnam County)
Miller-Glandorf Local School District (County)
Ottoville Local School District (Putnam County)
Pandora-Gilboa Local School District (Putnam County)

VEPD #085: Vanguard Joint Vocational School District

LEA's: Vanguard Joint Vocational School District
Port Clinton City School District
Fremont City School District
Clyde Exempted Village School District
Gibsonburg Exempted Village School District
Lakota Local School District (Sandusky County)

VEPD #093: Plain Local

LEA's: Plain Local School District (Stark County)

VEPD #099: Trumbull County Joint Vocational School District

LEA's: Trumbull County Joint Vocational School District
Girard City School District
Hubbard Exempted Village School District
Bristol Local School District (Trumbull County)
Brookfield Local School District (Trumbull County)
Champion Local School District (Trumbull County)
Farmington Local School District (Trumbull County)
Fowler-Vienna Local School District (Trumbull County)
Joseph Badger Local School District (Trumbull County)
Labrae Local School District (Trumbull County)
Lakeview Local School District (Trumbull County)
Liberty Local School District (Trumbull County)
Maplewood Local School District (Trumbull County)
Southington Local School District (Trumbull County)
Bloomfield-Mespo Local School District (Trumbull County)
Newton Falls Exempted Village School District

VEPD #106: Springfield Local

LEA's: Springfield Local School District

VEPD #107: Ohio Valley Local

LEA's: Ohio Valley Local School District (Adams County)